

Course: BEHAVIORAL COUPLE THERAPY (18:821:562:01, #18213), Room A223
Instructor: Shalonda Kelly Ph.D. (she/her), Room A207 (O) 848-445-3922,
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Semester: Spring 2025, Wednesdays 2:00-4:45pm

COURSE GOALS: To teach the theoretical foundations and clinical applications of behavioral couple therapy. By the end of the semester, students should have some knowledge of:

- 1) Trends in marriage in the United States
- 2) Normative couple behavior
- 3) Components of the theoretical bases of behavioral couple therapy and enhanced forms of behavioral marital therapy, as well as data relevant to these concepts, which includes models such as behavioral couple therapy (BCT), an adaptation model of relationship functioning (Enhanced BCT), Integrative Behavioral Couple Therapy (IBCT) and Dialectical Behavioral Therapy (DBT) for couples
- 4) Procedures for assessing distressed couples, and data relevant to these procedures, including a) interviewing, b) self-report measures, c) structured observational systems, and d) procedures for ongoing monitoring of treatment
- 5) Behavioral couple therapy interventions and data supporting their use, including a) enhancement of positive exchanges, b) communication training, c) problem solving-training, d) cognitive and affective interventions, and e) acceptance techniques.
- 6) Empirical and clinical knowledge about relationships in same sex couples and couples from diverse racial, ethnic, and socioeconomic backgrounds
- 7) Ethical issues in couple therapy
- 8) The empirical base for behavioral couple therapy

BCT skills that students should have begun to acquire by the end of the semester include:

- 1) Setting the stage for therapy
- 2) Initial interviewing
- 3) Selecting and using appropriate assessment procedures
- 4) Treatment planning and contracting
- 5) Implementation of behavioral interventions such as reciprocity enhancement, communication training, and problem-solving
- 6) Implementation of cognitive and affective interventions, such as reframing, assisting with affect regulation and expression, and basic knowledge of Emotionally Focused Couple Therapy (EFT) and the Gottman Method, other empirically supported treatments
- 7) Basic knowledge of conducting second wave behavioral therapy as applied to couples, and exposure to third wave treatments

COURSE FORMAT: The class will generally be split into two or three roughly equal portions. The first portion of the class will be used for didactic presentations, discussion of the readings, identification of major concepts and issues, clarifying issues, etc. Students should participate actively, question, and play with the ideas and materials that we discuss. Where indicated on the syllabus, the second portion of the class will consist of student-led discussions (SLD), and case presentations. Group discussion/supervision of your cases is also appropriate at this time. For most sessions, the third portion of the class will typically involve an active learning task, such as application of the readings to a case, role-playing, viewing videotapes, or case discussions.

Students are strongly encouraged to discuss their cases as they become relevant to the issues discussed in class.

RECOMMENDED TEXTS/ & ASSIGNED READINGS FOR THE COURSE:

1. **Recommended Text:** Epstein, N. B., & Baucom, D. H. (2002). *Enhanced cognitive-behavioral therapy for couples: A contextual approach*. Washington, DC: American Psychological Association. (**hereafter referred to as E&B; 9 of 15 chapters are assigned**)
OR Worrell, M. (2015). *Cognitive behavioural couple therapy*. NY: Routledge.
2. **Recommended Text:** Gurman, A. S., Lebow, J.L., & Snyder, D.S. (Eds.). (2015). *Clinical handbook of couple therapy* (5th Ed.). NY: The Guilford Press. (**13 of 26 chapters are assigned**)
3. **Assigned Readings:** They are ALL available on Canvas.

COURSE OUTLINE

1. **January 22 Introduction to Course & “Normal” Couple Relationships**
READ: Nothing - First Day of Class
RECOMMENDED: 1) E & B, Chapter 1 (Introduction, pp. 9-26)
2) Lavner, J. A. & Bradbury, T. N. (2012). Why do even satisfied newlyweds eventually go on to divorce? *Journal of Family Psychology*, 26, 1-10.
3) Amato, P. R. (2010). Research on divorce: Continuing trends and new developments. *Journal of Marriage and Family*, 72, 650-66.
4) Karney, B. R. (2010). Keeping marriages healthy, and why its so difficult.

Understanding Couples and Cognitive-Behavioral Theory

2. **January 29 The Cognitive-Behavioral Model and Its Empirical Foundations**
READ: 1) Baucom, D. H., Epstein, N. B., Kirby, J.S., & LaTaillade, J. J. (2015). Cognitive-behavioral couple therapy. In A. S. Gurman, J.L. Lebow, & D.S. Snyder (Eds.), *Clinical handbook of couple therapy* (5th ed., pp. 23-60). NY: Guildford Press. (**hereafter, denoted by “Gurman chapter x, pp. x-xx”**)
2) Fincham, F. D., & Beach, S. R. H. (2010). Marriage in the new millennium: A decade in review. *Journal of Marriage and Family*, 72, 630-49.
3) Baucom, D. H., & Boeding, S. (2013). The role of theory and research in the practice of cognitive-behavioral couple therapy: If you build it, they will come, *Behavior Therapy*, 44, 592-602.
4) Christensen, A. Atkins, D.C., Baucom, B., & Yi, J. (2010). Marital status and satisfaction five years following a randomized clinical train comparing traditional versus integrative behavioral couple therapy, *Journal of Consulting and Clinical Psychology*, 78, 225-235. (or in the last class)
RECOMMENDED: 1) Epstein, N. (2003). Cognitive-behavioral therapies for couples and families. In L. L. Hecker & J. L. Wetchler (Eds.), *An introduction to marriage and family therapy* (pp. 203-254). NY: Haworth Clinical Practice Press (has CB definitions and background).
2) Cherlin, A. J. (2010) Demographic trends in the United States: A review of research in the 2000s, *Journal of Marriage and Family*, 72, 403-419.

3. February 5 Enhancements To The Basic Model

STUDENT-LED DISCUSSION - RACE, CULTURE, & ETHNICITY: _____ & _____

READ: 1) E & B, Chapter 6 (An adaptation model of relationship functioning, pp.181-207)

2) Christensen, A., Dimidjian, S., & Martell, C. R. (2015). Integrative behavioral couple therapy. Gurman chapter 3, pp. 61-94.

RECOMMENDED: 1) Christensen, A., Atkins, D. C., Berns, S., Wheeler, J., Baucom, D. H., & Simpson, L. E. (2004). Traditional versus integrative behavioral couple therapy for significantly and chronically distressed married couples. *Journal of Consulting and Clinical Psychology*, 72, 176-191. (has IBCT outcomes)

2) (SLD) Kelly, S., Bhagwat, R., Maynigo, T., and Moses, E. (2014). Couple and marital therapy: The complement and expansion provided by multicultural approaches. In F. Leong, L. Comas-Diaz, G. Hall, V. McLloyd, and J. Trimble (Eds.), *American psychological association handbook of multicultural psychology, Vol. 2: Applications and training*. Washington, DC: APA.

3) (SLD) Kelly, S. & Hudson, B. N. (2017) African American couples and families and the context of structural oppression. In S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics* (pp 153-180). Santa Barbara, CA: Praeger.

4) (SLD) Maynigo, T. P. (2017). Intercultural couples and families. In S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics* (pp 309-336). Santa Barbara, CA: Praeger.

6) (SLD) Falconier, M. K., Nussbeck, F., & Bodenmann, G. (2013). Immigration stress and relationship satisfaction in Latino couples: The role of dyadic coping. *Journal of Social and Clinical Psychology*, 32, 813-843.

8) (SLD) Please see Dr. Kelly if you want to read and present on a specific racial group not listed above, from her new book, *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics*.

Interview, Assessment, and Case Formulation

4. February 12 Assessment, Part I - Getting To Know A Couple

STUDENT-LED DISCUSSION – GENDER: _____ & _____

READ: 1) E & B, Chapter 7 (Assessment, pp. 215-268).

2) Gottlieb, M. C., Lasser, J. & Simpson, G. (2008). Legal and ethical issues in couple therapy. Gurman chapter 26, pp. 698-717.

3) Jacobson, N. S., & Margolin, G. (1979). *Marital therapy*. New York: Brunner/Mazel. (Chapter 3, Initial interview, pp. 51-66; a seminal primer by early pioneers).

4) Informed Consent Sheet, oral history interview, and Marital assessment outline handouts

RECOMMENDED: 1) (SLD) Knudson-Martin, C. (2017). Gender in couple and family life: Toward inclusiveness and equality. In S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics* (pp 153-180). Santa Barbara, CA: Praeger.

2) (SLD) Knudson-Martin, C. (2013). Why power matters: Creating a foundation of mutual support in close relationships. *Family Process*, 52, 5-18. doi: 10.1111/famp.12011.

5. February 19 Assessment, Part II – Basic Instruments

STUDENT LED-DISCUSSION – SEXUAL CONCERNS: _____ & _____

READ: 1) Snyder, D. K., Heyman, R. E., & Haynes, S. N. (2005). Evidence-based approaches to assessing couple distress. *Psychological Assessment*, 17, 288-307.

2) Dattilio, F.M. (2010). *Cognitive-behavioral therapy with couples and families* (Chapter 5: Methods of clinical assessment, pp. 88-117). NY: Guilford Press.

3) Fals-Stewart, W., Schafer, J., & Birchler, G. R. (1993). An empirical topology of distressed couples that is based on the Areas of Change questionnaire. *Journal of Family Psychology*, 7, 307-321.

4) Glance over and bring to class the (two page) Dyadic Adjustment Scale, and Areas of Change Scale, and the Marital Problem Inventory.

RECOMMENDED: 1) Spanier, G. B. (1976). Measuring dyadic adjustment: New scales for assessing the quality of marriage and similar dyads. *Journal of Marriage and the Family*, 15-28.

2) Hunsley, J., Best, M., Lefebvre, M., & Vito, D. (2001). The seven-item short form of the Dyadic Adjustment Scale: Further evidence for construct validity. *American Journal of Family Therapy*, 29, 325-335. (an important scale derived from the DAS that you have) OR

3) Sabourin, S., Valois, P., & Lussier, Y. (2005). Development and validation of a brief version of the dyadic adjustment scale with a nonparametric item analysis model. *Psychological Assessment*, 17, 15-27. (an important scale derived from the DAS that you have)

4) Crane, R. D., Allgood, S. M., Larson, J. H., & Griffin, W. (1990). Assessing marital quality with distressed and nondistressed couples: A comparison and equivalency table for three frequently used measures. *Journal of Marriage and the Family*, 52, 87-93.

5) Floyd, F. J., & Markman, H. J. (1984). An economical observational measure of couples' communication skill. *Journal of Consulting and Clinical Psychology*, 52, 97-103.

6) (SLD) Papp, L.M., Goeke-Morey, M.C., Cummings, E.M. (2013). Let's talk about sex: A diary investigation of couples' intimacy conflicts in the home. *Couple and Family Psychology: Research and Practice*, 2, 60-72. Doi:10.1037/a0031465.

7) McCarthy, B. W., & Thestrup, M. (2008). Couple therapy and the treatment of sexual dysfunction. Gurman chapter 21, pp. 591-617.

8) Barnes, T. & Eardley, I. (2007). Premature ejaculation: The scope of the problem. *Journal of Sex & Marital Therapy*, 33, 151-170.

9) Bird, M. H. (2006). Sexual addiction and marriage and family therapy: Facilitating individual and relationship healing through couple therapy. *Journal of Marital and Family Therapy*, 32, 297-311.

6. February 26 Assessment, Part III – Specialized Instruments And Integration/Case Formulation

(Ramadan 2/28—3/30/2025)

STUDENT-LED DISCUSSION – LGBTQ+: _____ & _____

READ: 1) E & B, Chapter 8 (Conducting Couple Therapy, pp. 269-294)

2) Whisman, M. A., & Wagers, T. P. (2005). Assessing relationship betrayals. *Journal of Clinical Psychology: In Session*, 61, 1383- 1391.

3) Sexton, T.L., Patterson, T., & Datchi, C.C. (2012) Technological innovations of systematic measurement and clinical feedback: A virtual leap into the future of couple and family psychology. *Couple and Family Psychology: Research and Practice*, 1, 285-293.

4) Conflict Tactics Scales II

RECOMMENDED: 1) Straus, M. A. (2004). Cross-cultural reliability and validity of the revised Conflict Tactics Scales: A study of university student dating couples in 17 nations. *Cross-Cultural Research*, 38, 407-432.

2) Heyman, R. E., Feldbau-Kohn, S. R., Ehrensaft, M. K., Langhinrichsen-Rohling, &

O'Leary, K. D. (2001). Can questionnaire reports correctly classify relationship distress and partner physical abuse? *Journal of Family Psychology*, 15, 334-346.

3) (SLD) Greene, B. & Spivey, P. B. (2017) Sexual minority couples and families: Clinical considerations. In S. Kelly (Ed.), *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics* (pp 181-199). Santa Barbara, CA: Praeger.

4) (SLD) Green, R.-J. & Mitchell, V. (2015). Gay, lesbian, and bisexual issues in couple therapy: Minority stress, relational ambiguity, and families of choice. Gurman chapter 18, pp. 489-511.

Cognitive-Behavioral (& Affective) Interventions

7. March 5 Behavioral Interventions I – Basics (Ash Wednesday 2025)

SLD – PARENTHOOD: _____ & _____

READ: 1) E & B, Chapter 9 (Behavioral Interventions, pp. 295-332)

2) Stuart, R. B. (1980). (Caring days). *Helping couples change: A social learning approach to marital therapy*. New York: Guilford Press. Chapter 6, pp. 192-208.

3) Coulter, K. & Malouff, J.M. (2013). Effects of an intervention designed to enhance romantic relationship excitement: A randomized control trial. *Couple and Family Psychology: Research and Practice*, 2, 34-44.

RECOMMENDED: 1) (SLD) Gattis, K. S. (2008). What about the kids? Parenting and child adjustment in the context of couple therapy. *Journal of Family Psychology*, 22, 833-842.

2) (SLD) Papernow, P. L. (2015). Therapy with couples in stepfamilies. Gurman chapter 17, pp. 467-488).

3) (SLD) Shulz, M. S., Cowan, C. P., & Cowan, P. A. (2006). Promoting healthy beginnings: A randomized controlled trial of a preventive intervention to preserve marital quality during the transition to parenthood. *Journal of Consulting and Clinical Psychology*, 74, 20-31.

8. March 12 Behavioral Interventions II – Communication/PREP SLD _____ & _____ (TBA) Job/SES, online dating/treatment, genetics, religion, development, or technology? Other?

READ: 1-2) Fincham, F. D., Fernandes, L. O. L., & Humphreys, K. (1993).

Communicating in relationships: A guide for couples and professionals. Champaign, IL: Research Press. Chapters 6 & 7 on learning to communicate effectively, pp. 83-95, and 97-112.

3) Carlson, R. G., Guttierrez, D., Daire, A.P., & Hall, K. (2014). Does the frequency of speaker-listener technique use influence relationship satisfaction? *Journal of Psychotherapy Integration*, 24, 25-29.

4) Glance over and bring to class the communication handouts.

RECOMMENDED

1) Markman, H. J., Rhoades, G. K., Delaney, R. White, L. & Pacifici, C. (2010). Extending the reach of research-based couples interventions. In K. Hahlweg, M. Grawe-Gerber, and D. H. Baucom (Eds.), *Enhancing couples: The shape of couple therapy to come* (pp. 128-141). Cambridge, MA: Hogrefe Publishing.

2) Halford, W. K., & Casey, L. M. (2010). Taking it to the people: Using technology to enhance the impact of couple relationship education. In K. Hahlweg, M. Grawe-Gerber, and D. H. Baucom (Eds.), *Enhancing couples: The shape of couple therapy to come* (pp. 111-127). Cambridge, MA: Hogrefe Publishing.

***** SPRING BREAK Sat March 15 – Sun March 23 *****

9. March 26 Behavioral Interventions III – Problem-Solving/PREP

STUDENT CASE PRESENTATION:_____ & _____

READ: 1) Fincham, F. D., Fernandes, L. O. L., & Humphreys, K. (1993).

Communicating in relationships: A guide for couples and professionals. Champaign, IL:

Research Press. (Chapter 8 on advanced steps in learning to communicate effectively, pp. 113-143)

2) Gottman, J. M. & Schwartz Gottman, J. (2015). Gottman couple therapy. In Gurman chapter 5, pp. 129-157.

3) Glance over and bring to class the communication handouts and the problem solving handouts.

10. April 2 Cognitive Interventions

STUDENT CASE PRESENTATION:_____ & _____

READ: 1) E & B, Chapter 10 (Cognitive Interventions, pp. 333-374)

2) Dattilio, F. M. (2005). The critical component of cognitive restructuring in couples therapy: A case study. *Annual New Zealand Journal of Family Therapy*, 26, 73-78.

3) Dattilio, F.M. (2010). *Cognitive-behavioral therapy with couples and families* (Chapter 6: Cognitive-behavioral techniques, pp. 118-172). NY: Guilford Press.

5) Atkinson, B.J. (2013). Mindfulness training and the cultivation of secure, satisfying couple relationships. *Couple and Family Psychology: Research and Practice*, 2, 73-94.

RECOMMENDED: 1) Baucom, D. H., Sayers, S. L., & Sher, T. G. (1990).

Supplementing behavioral marital therapy with cognitive restructuring and emotional expressiveness training: An outcome investigation. *Journal of Consulting and Clinical Psychology*, 58, 636-645.

2) Hawkins, M. W., Carrere, S., & Gottman, J. M. (2002). Marital sentiment override: Does it influence couples' perceptions? *Journal of Marriage and the Family*, 64, 193-201.

11. April 9 Affective Interventions

STUDENT CASE PRESENTATION:_____ & _____

READ: 1) E & B, Chapter 11 (Addressing Emotions, pp. 375-402)

2) Johnson, S. M. (2004). The basics of EFT: tasks and interventions. The practice of emotionally focused couple therapy (pp. 53-112). New York: Brunner-Routledge.

3) Benson, L. A., Sevier, M., & Christensen, A. (2013). The impact of behavioral couple therapy on attachment in distressed couples. *Journal of Marital and Family Therapy*, 39, 407-420.

RECOMMENDED: 1) Byrne, M., Carr, A., & Clark, M. (2004). The efficacy of behavioral couples therapy and emotionally focused therapy for couple distress. *Contemporary Family Therapy*, 26, 361-387.

2) Goldman, A., & Greenberg, L. S. (1992). Comparison of integrated systemic and emotionally focused approaches to couples therapy. *Journal of Consulting and Clinical Psychology*, 60, 962-969.

12. April 16 Broad Behavioral Patterns & Individual Problems

STUDENT CASE PRESENTATION:_____ & _____

Passover (4/12-4/20/2025)

READ: 1) E & B, Ch. 12 (Interventions for Couple Patterns and Interactions, pp. 403-440)

2) Whisman, M.A., & Beach, S. R. H. (2015). Couple therapy and depression. Gurman chapter 22, pp. 585-605.

3) McCrady, B.S, & Epstein, E.E. (2015). Couple therapy and alcohol problems. Gurman chapter 21, pp. 555-584.

Special Issues Pertaining to Couples

13. April 23 **More Individual Problems & Environmental Demands**

STUDENT CASE PRESENTATION:_____ & _____

READ: 1) E & B, Chapter 14 (interventions for environmental demands)

2) Rauer, A. J., Karney, B. R., Garvan, C. W., & Hou, W. (2008). Relationship risks in context: A cumulative risk approach to understanding relationship satisfaction.

3) Randall, A.K. & Bodenmann, G. (2009). The role of stress on close relationships and marital satisfaction. *Clinical Psychology Review*, 29, 105-115.

RECOMMENDED: 1) Sullivan, K.T., & Davila, J. (2014). The problem is my partner: Treating couples when one partner wants the other to change. *Journal of Psychotherapy Integration*, 24, 1-12.

14. April 30 **Couple Problems II – Infidelity, Violence & Separation**

STUDENT CASE PRESENTATION:_____ & _____

CASE WRITE-UPS DUE, Course Feedback Forms Handed Out

READ: 1) Coop Gordon, K., Khaddouma, A., Baucom, D. H., & Snyder, D. K. (2015). Couple therapy and the treatment of affairs. Gurman chapter 15, pp. 412-444.

2) Epstein, N. B., Werlinich, C.A., & LaTaillade, J. J. (2015). Couple therapy for partner aggression. Gurman chapter 14, pp. 389-411.

3) Lebow, J.L. (2015). Separation and divorce issues in couple therapy. Gurman chapter 16, pp. 445-463.

RECOMMENDED: 1) Cascardi, M., O'Leary, K. D., Lawrence, E. E., & Schlee, K. A. (1995). Characteristics of women physically abused by their spouses and who seek treatment regarding marital conflict. *Journal of Consulting and Clinical Psychology*, 63, 616-623.

2) Whitty, M. T. (2005). The realness of cybercheating: Men's and women's representations of unfaithful internet relationships. *Social Science Computer Review*, 23, 57-67.

3) Holtzworth-Munroe, A., Meehan, J. C., Herron, K., Rehman, U., & Stuart, G. L. (2003). Do subtypes of maritally violent men continue to differ over time? *Journal of Consulting and Clinical Psychology*, 71, 728-740.

15. May 7 **Evaluation of Enhanced BCT & Future Directions**

Course Wrap-up/Oral Feedback

CLASS DEBATE

READ: 1) Shadish, W. R. & Baldwin, S. A. (2005). Effects of behavioral marital therapy: A meta-analysis of randomized controlled trials. *Journal of Consulting and Clinical Psychology*, 73, 6-14.

2) Ost, L. (2008). Efficacy of the third wave of behavioral therapies: A systematic review and meta-analysis. *Behavior Research and Therapy*, 46, 296-321.

3) Fischer, M. S., Baucom, D. H. & Cohen, M. J. (2016). Cognitive-behavioral couple therapies: Review of the evidence for the treatment of relationship distress, psychopathology, and chronic health conditions, *Family Process*, 55, 423-442.

4a) Perissutti, C., & Barraca, J. (2013). Integrative behavioral couple therapy vs. Traditional behavioral couple therapy: A theoretical review of the differential effectiveness, *Clinica y Salud*, 24, 11-18. **OR**

4b) Christensen, A. Atkins, D.C., Baucom, B., & Yi, J. (2010). Marital status and Satisfaction five years following a randomized clinical trial comparing traditional versus integrative behavioral couple therapy, *Journal of Consulting and Clinical Psychology*, 78, 225-235. **(repeat)**

5) Benson, L.A., McGinn, M.M., & Christensen, A. (2013). Common principles of couple Therapy, *Behavior Therapy*, 43, 25-35.

RECOMMENDED: **1)** Sullivan, K.T., & Davila, J. (2014). The problem is my partner: Treating couples when one partner wants the other to change. *Journal of Psychotherapy Integration*, 24, 1-12. **(repeat)**

2) Halford, W. K., Sanders, M. R., & Behrens, B. C. (1993). A comparison of the generalization of behavioral marital therapy and enhanced behavioral marital therapy. *Journal of Consulting and Clinical Psychology*, 61, 51-60.

3) Baucom, B., Atkins, D., Rowe, L., Doss, B., & Christensen, A. (2015). Prediction of treatment response at 5-year follow-up in a randomized clinical trial of behaviorally based couple therapies. *Journal of Consulting & Clinical Psychology*, 83, 103-114. doi:10.1037/

COURSE REQUIREMENTS

GRADING

1. Attendance and full participation in all class sessions:

20% of grade

Participation involving the readings, questions, and applications of the readings are strongly encouraged. **Please contact Dr. Kelly BEFORE each class session that you miss.** If you miss more than two classes, make-up work will be negotiated. As this course emphasizes active learning, **ALL students must also volunteer for three role-plays over the course of the term.** (Required of enrolled students and auditors [ALL students])

2a. Student-led class discussions (SLDs):

20% of grade

For each discussion, the student will review one article on a special topic germane to cognitive-behavioral couple therapy. Articles with the designation (SLD) above are available from the instructor for this purpose, but they are not mandatory. **Even if these articles are older, you are responsible for ensuring that ALL SLD articles must be published within the last 10 years (preferably last 5 years).** The student will do a brief presentation on the material and then engage the class in a discussion of students' reactions to and application of this material to cognitive-behavioral couple therapy. To assist in preparing to lead this discussion, it is suggested that presenters **compose a brief summary hand out of the SLD reading s/he chose, AND any reactions related to the readings for that topic (1-2 pages MAX, 12 point font, one inch margins).** They can be in the form of **questions, concerns/criticisms, reflections, or an active learning task for the group.** They should reveal your thoughts on how to deal with/think about/address (**i.e. APPLY**) the material to couple therapy, and they should be designed to facilitate discussion. Discussion dates will be chosen on the first day of class. **Discussions should be 30 minutes TOTAL (including discussion) for one presenter and one hour for two (should you choose to do them together).** After the assigned SLD topics are used up (the assigned topics **MUST** be done), some potential SLD topics include prevention of couple distress, couples and illness, couples and family transitions, couples and religion, cybercheating, couples and stress,

couples and aging/developmental stages, behavioral couple therapy and technology, military couples, or whatever topic that you would like to present that is relevant to a broad swath of couples can be chosen.

My date is: _____ My topic is: _____ ***OR, For Those With Cases (for classes of 10+):***

2b. Present couple case in class (45 minutes total):

20% of grade

Each student will present one case. Case presentations will be spaced through the second half of the semester, so the focus of each presentation will be somewhat different. **Please distribute a one-page written case summary before your presentation.** The case summary should include identifying information, presenting problems, and relationship history. Start with this information to orient your peers to the couple's background. **The case presentation should take 20-25 minutes TOTAL**, and should present one interesting aspect of the case or a session, rather than a comprehensive presentation of the couple. The case presentation could include any of the following: 1) assessment procedures you used and your rationale for selecting these, 2) case formulation and theoretical basis, 3) a specific treatment intervention used, your rationale for selecting the intervention, and the success or failure of the intervention, 4) objective data about the progress of treatment, or 5) special topics related to the case and how you deal with them (e.g. SLD topics, infidelity, etc.). You should also **present a current problem or question about the treatment, and use the last 20 minutes for group discussion/feedback/peer supervision.** Case presentations should **include a videotape or audiotape of your couple**, and should be brief enough to allow plenty of time to discuss and problem solve as a class. Presentation of a couple in a movie, Dr. Kelly's own videotaped cases, or other options arranged with Dr. Kelly beforehand can take the place of an actual therapy case. For those who have difficulties obtaining cases, other application arrangements will be made (see Dr. Kelly in this event). **Students who audit the class or who do not pick up cases do not need to present. If they would like case presentation experience, they can present a couple from a movie that has a characteristic related to their SLD, and they can add 15 minutes to the SLD to present behavioral concepts related to the SLD.**

My Presentation is Due On: _____

4. Paper presentation of your case (DUE ON 14TH WEEK OF CLASS): 30% of grade

Your paper should be a formal presentation of your couple case. The paper must include: 1) identifying information, 2) presenting problems, 3) relationship history, 4) mental status and behavioral observations, 5) assessment procedures (if used) and a diagnosis for one or both, and your rationale/symptoms for your procedures and diagnoses (this can range from use of the DAS, AOC and an individual adjustment measure to more specific measure(s) and a diagnosis of partner relational problem and potential rule-outs to serious diagnoses), **6) case formulation and theoretical bases for the formulation, including an analysis of the cognitive-behavioral principles underlying one or more repeating problem sequences (e.g. cognitive distortions, classical conditioning, reinforcement and/or punishment, modeling etc.)** 7) some review of theoretical and/or empirical literature relevant to the unique presenting problems of the couple, 8) treatment interventions used, your rationale for selecting these (at minimum they must relate to/flow naturally from your case conceptualization), and their success or failure, 9) objective data about the

progress of treatment, OR when movies are used you can identify potential obstacles and how you would address them, and 10) references and APA formatting. Regarding the relevant literature, if the partners are from different ethnic or cultural backgrounds, research on the topic of intercultural marriages would be relevant. Or, if one partner of the couple has panic attacks that impact their relationship, research on conducting couples therapy with a partner that has panic attacks would be appropriate. This should be a substantive section of the paper and reflect the best of the scientific knowledge about the couple/topic you select. If your couple terminates prematurely (3-4 sessions) and you are not able to pick up another couple, then the paper should address your behavioral formulation of why treatment terminated. It is also expected and acceptable that couples who remain in treatment at the time the paper is due are presented as a work in progress. Finally, for those who have made other application arrangements with Dr. Kelly, modifications to the structure of the paper will be discussed individually. **All students other than auditors must do this.**

4. Class “debate” (THE LAST CLASS SESSION):

10% of grade

The last class will be devoted to a quasi-debate about the advantages and limitations of behavioral couples therapy, **related to empirical findings, therapist concerns, and client concerns**. During the first class we will divide into two “debating teams” – one team to identify the limitations and weaknesses of behavioral couples therapy, and the other to identify its strengths and advantages. Throughout the semester, as you read, see your couple, sit in class, interact with an intimate other, or think about relationships, jot down ideas that related to the debate. **Each debating team should meet once before the last class to pool your ideas and plan your debating strategy.** The debate format will include opening arguments and rebuttals, interspersed with good food and drink, should the class decide on a **potluck option** for this day.

*****NOTE: THE ONLY EXCEPTION FOR A DUE DATE IS MEDICAL EMERGENCY.**

Departmental and University Policies:

Unless otherwise noted all formal written work should **use the Style Sheet of the American Psychological Association**. See: <http://apastyle.apa.org/> (full access via Login to Rutgers University Libraries home page: <http://www.libraries.rutgers.edu/>)

Academic Integrity. Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards. See: <http://academicintegrity.rutgers.edu/students.shtml>

NOTE REGARDING STUDENTS WITH DISABILITIES:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible.

To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>